



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

Title:	Student Presentation	
As Related To:	<input type="checkbox"/> Goal One: Effective and accountable P-13 governance. <input type="checkbox"/> Goal Two: Comprehensive statewide K-12 accountability. <input type="checkbox"/> Goal Three: Closing achievement gap.	<input type="checkbox"/> Goal Four: Strategic oversight of the K-12 system. <input type="checkbox"/> Goal Five: Career and college readiness for all students. <input checked="" type="checkbox"/> Other
Relevant To Board Roles:	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Convening and Facilitating
Policy Considerations / Key Questions:	None	
Possible Board Action:	<input checked="" type="checkbox"/> Review <input type="checkbox"/> Adopt <input type="checkbox"/> Approve <input type="checkbox"/> Other	
Materials Included in Packet:	<input checked="" type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input checked="" type="checkbox"/> PowerPoint	
Synopsis:	Student presentations allow SBE board members an opportunity to explore the unique perspectives of their younger colleagues. Student Board Member Mara Childs will speak on the following topic: "Good Ideas to Improve K-12 Education."	



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STUDENT PRESENTATION

Policy Consideration

None

Summary

Student Board members have ample opportunity to work with staff in preparation for their presentations.

The presentation schedule and topic assignments are listed below.

Presentation Topics (rotating schedule)

1. My experiences as a student, good, bad, or otherwise (K–High School).
2. One or two good ideas to improve K–12 education.
3. How the Board’s work on _____ (you pick) has impacted, or will impact, K-12.
4. Five lessons (from school or elsewhere) that have had an impact.
5. Past, present and future: where I started, where I am, and where I’m going.

Date	Presenter	Topic
2014.01.09	Mara	2
2014.03.06	Eli	3
2014.05.08	Eli	5
2014.07.10	Mara	4
2014.09.11	Student B	1
2014.11.14	Mara	3
2015.01.08	Student B	2

Background

None

Action

None

Losing the Darwinian Model: *Improving K-12 Education*

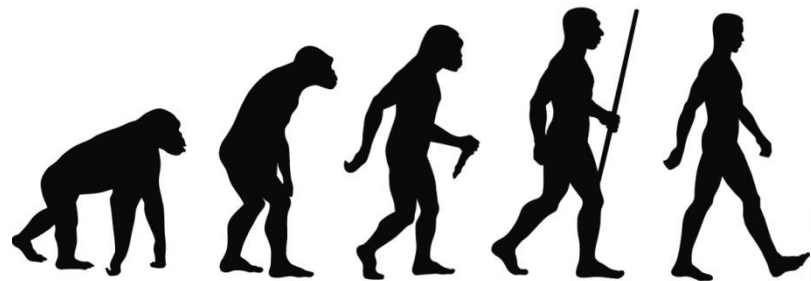
Mara Childs

State Board of Education

09 January 2014

The Darwinian Model

- Academic competition between students is rampant
- There is worth in accuracy and ability to memorize important information, but how much is too much?
- I asked myself, “Why is the teaching ineffective, and why do my friends and I say *we aren’t learning anything* so often?”



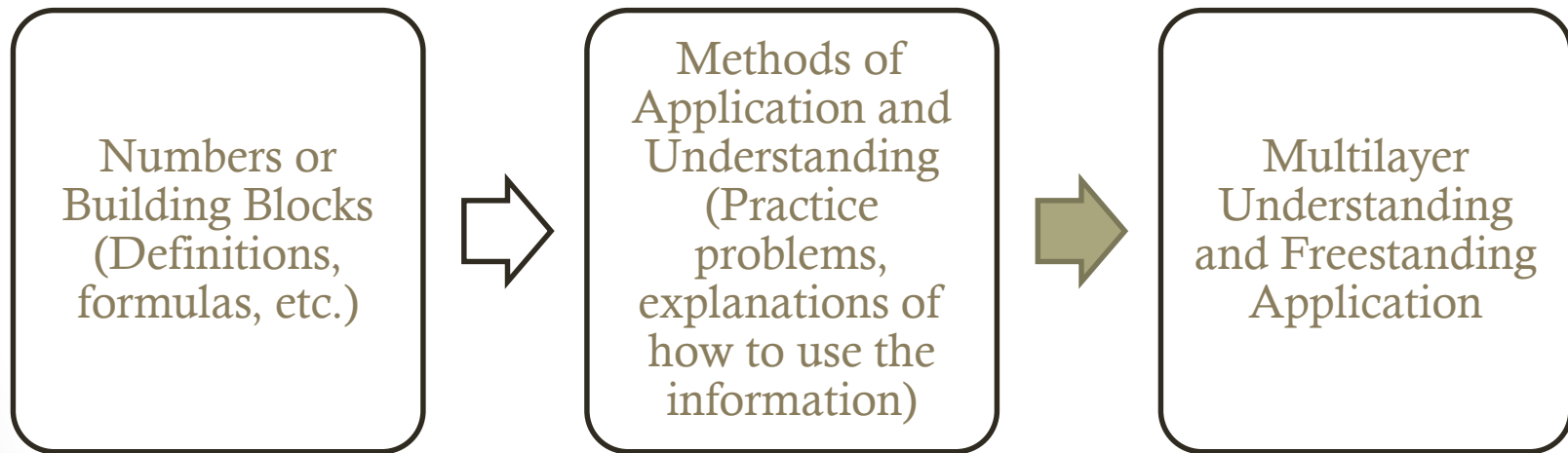
“Healthy Competition”

- No competition is kind of like communism
 - Takes very driven students and teachers to achieve real learning
- Some competition is appropriate to encourage rigorous achievement and continual progress
 - Looks like students and teachers striving for the next level
- A lot of competition effectively takes away the focus from learning and the reasoning behind a lot of what is done
 - Generally loses depth of education and real purpose of learning

Methods of Practice

- Can be applied to all subjects, but especially our core subjects, for example:
- Math *can* be less formula based and more application based
- English classes put more focus into analytical work rather than memorizing definitions

Generic Teaching Model



The sped-through step

Relieves Pressure

- Teaching aside, removing unnecessary pressure on students relieves stress
- Most students are already involved in at least one extracurricular, some have upwards of five, six, seven
- Can help put a positive spin on failure – failure of course, is inevitable
- Less pressure = happier kids = better performance

Efficacy of Teaching Increases

- Naturally, evaluating teachers is difficult
- Teachers can focus less on needing all of their students to memorize x, y, and z to pass a test
- Returns teachers to doing what most of them love to do – the hands on learning and teaching
- Students feel less obligated to take classes that they think “will look good” and take classes they’re interested in

Advanced Understanding

- Spending time on that step between using the tools and arriving at advanced skills is key
- Competition drives students and teachers alike to rush through that step
- Students can put more effort in to in-class learning when they have the expert in the room
- Students will cheat less if they understand the material past the printed word

Leads to Smarter Kids

- Students will be more inclined to help one another
- “Generation Stress*” can take a step back and remember how to help one another
- The “robot student” can cease to exist as learning enhances the way students experience life
- Selfish tendencies will be less reinforced by school

**Generation Stress – like Generation X*

A new survey conducted by the American Psychological Association and Harris Interactive has found that millennials reported a stress level of 5.4 out of 10. They consider 3.6 out of 10 to be healthy.

cbsnews.com

Other Ways to See This

- Would you rather have a professional that understands their work or one who took Adderall to cram for the final?
- Would you rather teach an honors student who truly wanted to learn things or an honors student who was taking your class for the “H” on their transcript?
- Would you rather be a student who spent time in clubs and activities that you liked or one who did fourteen different clubs that didn’t interest you at all?

Not All is Lost

- So many students really do enjoy going to school and doing extracurricular activities
- Losing the Darwinian Model isn't completely in any one person's control
- Losing the Darwinian Model would
 - Relieve pressure and accompanying stress
 - Increase the efficacy of teaching
 - Help students have an advanced understanding
 - Lead to smarter kids overall

Thank you!